

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £- |
| Total amount allocated for 2020/21 | £- |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £- |
| Total amount allocated for 2021/22 | £16,880 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £11,159 |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|----------------|
| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above | 79% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 79% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 79% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes/ No |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22 | | Total fund allocated: | Date Updated: 22/07/2022 | |
|--|--|-----------------------|--|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| | | | | 14% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| 1) All KS1 and KS2 pupils participate in at least 30 mins of physical activity by improving opportunities for structured active break times. 2) To improve the overall physical condition and motivation to exercise of all pupils. 3) To ensure children in LKS2 who have not begun swimming lessons are given additional support. | 1) Play leaders used at break and lunch-time to encourage physical activity. Play equipment purchased for each class for break time, including skipping ropes, hoops and balls. - PE curriculum to be diverse and PE specialist used to support delivery - Attendance of extra-curricular clubs - Offer Bikeability for Yr6 for summer term. 16 signed up | £2,379.56 | Spring term Leading of greater numbers & children engaged in Physical Activity at lunch-time when observed. 2) Dance specialist Emma Stevens coming in to deliver Dance to Class 1, Class 2 and Class 3 in Curriculum time and as an extra-curricular club. Club attendance is 22 participants. KS1 – 9 KS1 and 13 KS2 22% boys Summer - 16 children passed Bikeability and are more likely to travel to school on bike - Cross Country club saw 53 signed up and participating | |

| | | | <p>weekly, improving fitness levels.</p> <p>3) Class 3 attended 8 weeks of swimming lessons in Autumn term. Additional teacher had to attend to get in the pool with non-swimmers. Non-swimmers achieved greater water confidence and 50% of them learnt how to swim without a float 10m.</p> | |
|--|---|--------------------|---|--|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 12% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>1) To continue to provide a wide range of sporting opportunities.</p> <p>2) Raising the standard of school PE to support teaching and enhance pupil experience.</p> | <ul style="list-style-type: none"> - Specialist teachers provide 4 hours a week of curriculum teaching. - Purchase of new equipment (including lunchtime equipment), servicing of current equipment and improved storage solutions. - Purchase of new AV equipment in the hall to enhance the delivery of the PE curriculum. | £ 2,094,97 | <p>Autumn/Spring</p> <ul style="list-style-type: none"> - Delivery by Nick Murray (PE teacher), Emma Stevens (Dance teacher), Hannah Cox (Yoga teacher) Kurt Lamont (Football specialist) and Lauren (Squash specialist) in curriculum time. - Improved ability to show visual resources using paper copies (used in Gym/Multi skills/Netball) and ICT (Dance/Athletics/Cricket). | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|--|--|
| | | | | 40% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> - To focus on a skilled based PE curriculum to ensure any development lost with COVID is met. - Highlight any children that we feel are a cause for concern in gross motor skills and invite to a Skill based club. | <ul style="list-style-type: none"> - Highlighting the skills that are transferable - Ensuring all KS1 classes complete a unit of multi-skills with Nick Murray. - Children highlighted are encouraged to attend extra-curricular club to improve gross motor skills. | £ 6,800 | <p>Autumn/ Spring</p> <ul style="list-style-type: none"> -Class 1 and Class 2 completed unit of Multi skills with Nick Murray/Kurt Lamont. - Children assessed and all (with the exception of SEN with physical needs) at an acceptable standard. Those boarder line encouraged to come to Multi-Skills club. <p>Summer</p> <ul style="list-style-type: none"> -KS2/1 concentration on Athletic skills of running, jumping and throwing. -KS2 concentration on striking and fielding skills. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |

| Intent | Implementation | | Impact | |
|---|--|-----------------------------------|---|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Additional achievements: Provide a wide range of physical activities in curriculum time and extra-curricular time. | <ul style="list-style-type: none"> - Continue with opportunities offered from Essex Cricket, 'Off the Wall', Nick Murray (PE specialist) and Kurt Lamont (Football specialist), Gillian Dawes (PE specialist) - Start opportunities in Dance by making contact with parent Emma Stevens (Dance specialist) and Mrs Pope (Body Pump). | £ allocated in previous indicator | Curriculum opportunities have included: Gym - specialist Dance – specialist and extra sessions for Chinese new year and jubilee. Children then performed at a special jubilee picnic. Multi-skills – PE Specialist Football – Specialist Netball – PE specialist Cricket – PE specialist Athletics – coordinated by PE specialist Large numbers attending clubs Squash – 17 Football – 30 Dance -20 Rugby – 16 Netball – 15 Cross Country – 53 Yoga-14 Multi-Skills- 20 | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | 6% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> - To increase the amount of inter-house competitions. - Children to experience more competitive sports. - Increase the range of children taking part in competitive sport. | <ul style="list-style-type: none"> - Organise inter-house competitions that can be completed by allowing PE leadership time. - Create a 'PE notice board' to include inter-house competition information and pictures. This acts as evidence of attendance. - Attend competitive competitions for a variety of sports (Squash, Football, Athletics) | £ 1000 | <ul style="list-style-type: none"> -Class 4 attended competitions in squash. -Inter-house Football (due to poor weather conditions turned into Benchball) (Spring term) -Inter-house Sports Day with positions awarded and celebrated(summer term) -Club opportunities have been varied and made competitive at KS2 and some at KS1 (throughout year) | |

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| Signed off by | |
| Head Teacher: | A MacDonald |
| Date: | 22/07/2022 |
| Subject Leader: | G. Dawes |
| Date: | 18/07/2022 |
| Governor: | J.Jones |
| Date: | 22/07/2022 |